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ABSTRACT

In 1995, this project was undertaken at Rochester Community College (RCC), in Minnesota, to develop a guide to services for students with disabilities to improve the provision of legally-required services and information. To determine both the special services needed by students with disabilities for college success and the topics that should be included in the guide, six activities were undertaken. First, a literature review was conducted, with results grouped by the special services needed by students with disabilities. Formative and summative committees were then established to review and validate the topics gathered in the review. Next, the formative committee provided input on design and format requirements for the handbook, and a draft version was prepared of the handbook. The summative committee reviewed the draft and a final copy was developed and submitted to the Dean of Students. It was recommended that all new students with disabilities be given a copy of the handbook to help them adjust to college. The resulting handbook is attached, providing information related to getting started at RCC; the college's program of services, including a list of available services; creating an educational plan, including recommendations for initial courses; successfully implementing the educational plan, highlighting study strategies and requirements for college success; definitions of learning disabilities and eligibility for related services; local, state, and national polices pertaining to students with disabilities; and local service agencies. (HAA)

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ED 400 017

DEVELOPMENT OF A HANDBOOK OF SERVICES FOR ROCHESTER COMMUNITY COLLEGE STUDENTS WITH DISABILITIES

Curriculum and Program Planning

Bonnie Mercer

Rochester Community College

Marian Gibney

International Cluster

A practicum report presented to Programs for Higher Education in partial fulfillment of the requirement for the degree of Doctor of Education

Nova Southeastern University

November, 1995

JC 960 616

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Abstract of a practicum report presented to Nova Southeastern University in partial fulfillment of the requirements for the degree of Doctor of Education

DEVELOPMENT OF A HANDBOOK OF SERVICES FOR ROCHESTER COMMUNITY COLLEGE STUDENTS WITH DISABILITIES

by

Bonnie Mercer

November, 1995

The problem under investigation was that information about legally required aids and services for college students with disabilities was not adequately provided. The purpose of the study was to develop a guide to services for students with disabilities. The research questions were, "What special services do students with disabilities need to be successful at Rochester Community College (RCC)?" and "What specific topics should be included in a guide to these services?"

Data from the literature review and from the formative committee established a list of topics for inclusion in the handbook. The summative committee validated the topics. Next, the formative committee provided input on the requirement for the handbook format, and reviewed drafts during the development stage. Then the summative committee validated the list of

topics, the established criteria. Revisions were made and the final copy of the handbook was submitted to the Dean of Students of RCC.

The results are that a handbook has been developed and has been presented to the Dean of Students of RCC. A copy of this report has also been presented to him.

In conclusion, the handbook enabled RCC to be in compliance with ADA. Because students have access to information about RCC services, they are more likely to be successful.

It is recommended that all new students with disabilities be given a copy of this handbook so that they will be more quickly acclimated to college life at RCC. Students may use the handbook throughout their college career as a reference.

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Chapter 1

INTRODUCTION

Background

Rochester Community College (RCC) is one of 21 community colleges within the Minnesota Community College System. It has a student enrollment of 4,000 students of which 200 students have identified themselves as having a disability as defined by having a handicapping condition that limits one or more of the major life activities such as walking, seeing, hearing, or learning. Since the Rehabilitation Act of 1972 and, more recently, the Americans with Disability Act (ADA) of 1990, RCC has offered services and accommodations to students with disabilities. The college takes seriously its obligation to provide opportunities for all of its students to be successful.

Purpose

Many students with disabilities need special services and aids to compensate for their disability. At the same time, RCC is legally required to provide these services and aids. This requires the disability services coordinator to communicate to each student just what the services are and how to access them. The problem was that this information was not adequately provided. The purpose of this development study was to develop a guide to services for students with disabilities. The handbook contains information that students need to know to be able to

access services and to eventually complete their program of study.

Many students at RCC fail to complete their program of study, but the failure rate, 75%, for students with disabilities is alarming. One of the reasons for this failure is the lack of information about available help. To increase the student success rate and to ensure compliance with the Americans with Disabilities Act (ADA), the handbook will provide needed information. The guide to services will allow disabled students to access services which will enhance their success rate.

From a review of the literature, a list of appropriate accommodations in academic settings was created. These accommodations are necessary so that students with disabilities have equal access to the text books and other classroom materials. It was found that students need to understand their disability and which services will enhance their learning.

This practicum is directly related to the Curriculum and Program Planning seminar in that two learning outcomes of curriculum design were used. The first learning outcome was to understand curriculum theory. Kemp, Morrison and Ross (1994, p. 5) note that the Tyler rationale examines the characteristics of the learners and the contemporary society in which the learners live. This study improved service to the diverse RCC student population better by providing information about disability

services to students in an effectively organized manner. The focus during the design of the handbook was the students' needs.

The second seminar learning outcome was to identify current issues that affect curriculum. Ornstein and Hunkins (1993, p. 76) state that dealing with the facts and problems of the national community is an important curriculum issue for the 1990s. With the passage of the ADA, curriculum planners need to be aware that modifications need to be made to existing curricula to comply with the law. It is the institution's obligation to implement these modifications and it is also the institution's responsibility to inform students that they have a right to request accommodations. This handbook is intended to inform students of their rights.

Research Questions

There were two research questions for this study. First, "What special services do students with disabilities need to be successful at RCC?". And second, "What specific topics should be included in a guide to these services?".

Definition of Terms

For purposes of this report, the following terms need clarification.

Accommodation. The name for all of the services, teaching approaches, or compensatory strategies that can help disabled students overcome or cope with their difficulties and express their abilities.

Access. This involves a combination of attitudes, assistance, accommodations, classroom arrangements, and technological aids that make it possible for disabled students to succeed in an institution for which they are qualified.

ADA. Americans with Disabilities Act of 1990 ensures that Americans with disabilities have the same civil rights as nondisabled Americans.

Disability. A person with an impairment that substantially limits one or more major life activities such as walking, talking, hearing, and learning.

Chapter 2

REVIEW OF LITERATURE

Tyler (1949, p. 17) states that there are two commonly used arguments for analyzing contemporary life in order to get suggestions for education objectives. The first is that life is continually changing and that there are new areas that are now important. And second, it is important for students to be able to transfer training (knowledge) to other conditions. These two arguments, even though they were presented in 1949, are still valid today. Students with disabilities must be made aware of recent disability legislation and be able to transfer their self-advocacy skills from Rochester Community College to a four-year college or to the world of work.

These two arguments helped focus the literature search for this development study on the following five areas: getting started in college, possible accommodations, computers and library technology, policies and laws, and grievance procedures. Each of these areas will be discussed in detail.

Getting Started in College

Beginning college can be both exciting and frightening for students, but for students with disabilities these feelings may be especially strong. Michael (1988, p. 530) suggests that students visit the college campus and tour the facilities before attending classes. Institutions of higher education must provide a means for addressing the needs of students with disabilities,

according to Scott (1944, p. 406). Greenbaum, Graham and William (1995, p. 460) report that disability related services need to be highlighted in campus promotional materials and publicized during student orientations. They found that a college counselor or support program advisor was most helpful to students in accessing effective services. Wolfe (1995, p. 20) states that having a disability, however painful, can enrich one's life. Jibben, et al. (1991, p. 10) state that it is important for students to arrange for special accommodations early after admission to college. It is also important for the student to understand their disability and their need for services.

Possible Accommodations

Tusler (1993, p. 7) states that unlike issues of gender, race, and ethnicity, students with disabilities who receive equal treatment will be at a disadvantage. Accommodations are necessary so that students with disabilities have equal access to the textbook and classroom materials. Oliker (1992, p. 5) lists some of the appropriate accommodations in academic situations. She mentions extended time for tests and assignments, reduced course loads, and note takers or tape players. Adelman and Olufs (1992, p. 14) adds visual aids such as outlining, color coding, and making graphs and charts as other appropriate accommodations. A Section 504 Compliance Handbook newsletter article "Suggested Accommodations" (1995, p. 7) mentions moving the course to a classroom in an accessible building, using qualified

interpreters, providing copies of overhead transparencies and lecture notes, and making lists of required reading available well before the first day of class to allow students to begin their reading early or arrange to obtain texts on tape, braille or in large print. Scott (1990, p. 401) summarizes the purpose of accommodations when she states that examination procedures may require modification, and the results should represent the students' achievement rather than reflecting disabilities.

According to Lazarus (1993), as increasing numbers of students with disabilities enroll in post secondary school levels that require reading, study and note taking skills, they will need strategies that will allow them to achieve alongside their nondisabled classmates. For some students with disabilities this will mean that they must request the accommodations of note takers and readers.

Computer and Library Technology

The use of computers can be an accommodation, too. According to Berliss (1990, p. 33), access to computers for students with disabilities are important for several reasons. The most important is the increasing prevalence of courses that require the use of computers for class participation and completion of homework assignments. To ensure that the use of the computer is not regarded as a barrier, campus computer labs need to plan for and purchase assistive devices such as alternative keyboards and adjustable computer tables. Gunde

(1992, p. 41) states that in the library, reading devices are appropriate auxiliary aids to permit an individual with a visual disability to benefit from the library materials.

According to Donley and Yurcisin (1990, p. 80), the campus library should be part of the academic experience and accessible to all students. This may require that the library house a reading machine or have staff available to read to students. It is important to have library staff available to assist students with disabilities with orientation to the library itself, and to provide assistance with computer searches.

Policies and Laws

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) mandate that institutions of higher education not discriminate against individuals with disabilities. According to Scott (1994, p. 403), Section 504 establishes that appropriate academic adjustments must be provided to students with disabilities to allow meaningful access to the educational environment. While providing accommodations, however, the institutions are not required to lower academic standards or to compromise the integrity of the school or the integrity of the program.

Scott (1991, p. 459) continues by stating that during the elementary and secondary school years, the Education for All Handicapped Children Act of 1975 (P.L. 94-142) structures educational services and expectations. Upon graduation from high

school, the legal rights of students with disabilities are subsumed under the much broader domain of Section 504. This change in legal status brings about a dramatic shift in educational rights and responsibilities for college students with disabilities. Vogel (1990, p. 10) emphasis this when he states that admission inquiries as to an applicant's disability are prohibited. It is the college students' responsibility to disclose their disability.

Grievance Procedures

Minnesota Higher Education Board (MHEB)has adopted as Board Policy (MHEB, 1995) that each college must provide a process for appealing a denial of a request for program access. Each college has discretion in designing the process as long as it is consistent with state and federal laws. Information about the process must be readily available to students.

Lissner (1993, p. 7) outlines the student appeal process for Longwood College in a booklet that is given to students with disabilities. It begins with an explanation of the basis of an appeal, to the filing of appeals, to the final step, the Vice President's decision.

Jibben (1995, p. 22) states the student may want to discuss the denial of a request in an informal complaint process with the disabled student office staff, or the student may file a student grievance form with the campus 504/ADA officer. A student may,

also, file a complaint with the Minnesota Department of Human Rights or with the regional Office of Civil Rights.

In conclusion, the transition from high school to college is a developmental milestone for young adults. Leaving a familiar world of family, friends, and school structure, the college frosh is emersed in a setting requiring autonomy in making important decisions, dealing with pressures, and meeting new intellectual challenges. The responsibilities of college life can be overwhelming.

The above five areas were identified in the literature as the areas that college students must be aware of to be successful. The skills that are developed in accessing the services will be the same skills that will contribute to success at a four-year college or in the workplace. Students with disabilities must be aware of their rights as well as their responsibilities.

Chapter 3

METHODOLOGY AND PROCEDURES

Six steps were followed to complete this development practicum. First, a review of the literature was conducted. Topics were clustered under headings of services needed by students with disabilities. These headings included how to get started in college, possible accommodations, computer and library technology, policies and laws, and grievance procedures. Several handbooks from other colleges were also studied.

Second, the formative committee, during one meeting, reviewed this list of topics for inclusion into the handbook. A complete listing of the participants on the formative committee and why and how they were chosen is included in Appendix A. The memo, that also served as an agenda for the meeting, is included in Appendix C. Next, a summative committee validated the list of topics, the criteria. A complete listing of this committee of external experts, and the reasons why and how they were chosen is included in Appendix B. Also, the memo with the list of topics is included in Appendix D.

Third, the formative committee continued to provide input on the issues and practical requirements for the handbook. They also reviewed drafts and provided feedback during the development of the guide.

Fourth, a draft of the handbook was written. The draft included the topics suggested by the literature and the committees.

Fifth, the draft was reviewed by the summative committee for validation using the previously established criteria. Feedback was collected on the draft itself to ease facilitation of revisions.

Sixth, revisions were made based on final comments from the summative committee. A final copy of the handbook was presented to the Dean of Students of RCC. A copy of the handbook is in Appendix G.

Assumptions

For this development practicum, there were three assumptions. First, it was assumed that members of the formative committee were familiar with RCC and had the knowledge to guide the development of the handbook. Second, it was also assumed that the learning outcomes in design theories from the Curriculum seminar were relevant and useful as they apply to this study. Third, it was assumed that the summative committee's evaluation of the handbook was valid.

Limitations

There were three limitations for this development practicum. First, the handbook is specific to the disability services at RCC. Second, the product was bound by the expertise of the formative and summative committee members. And third, the

handbook provides information to students and does not persuade students to access services.

Chapter 4

RESULTS

The results, the outcomes of each of the six procedural components presented in the previous procedure section, are reported beginning with the literature search.

The research questions for this development practicum were "What special services do students with disabilities need to be successful at RCC?" and "What specific topics should be included in a guide to these services?" These questions, as well as Tyler's (1949, p. 17) statement that contemporary life should suggest educational objectives, helped focus the literature search. Services and topics were clustered under the headings of how to get started in college, possible accommodations while in college, computer and library technology, policies and laws, and student procedures to grieve those policies and laws.

The literature also clarified that a college counselor or support program advisor was most helpful to students with disabilities, according to Greenbaum, Graham, and William (1995, p. 460). College promotional materials (including a disability guide) must be written in a friendly, easy-to-read style to supplement the counselor's contact with the student. Information about disability services must be readily available.

Second, the formative committee agreed on most of the topics found in the literature search. Under the heading "Getting

started in College", all committee members agreed that the application process and an orientation including a tour were important to include in the guide. The committee members agreed that in a section of the guide discussing possible accommodations for students with disabilities, extended test time, note takers, interpreters, and building access need to be included. However, there was disagreement on the need to include information on priority registration. After a discussion of the need for lead time to order books on tape or in braille, the two objecting members of the committee agreed that it be included. The committee unanimously agreed that computers and library technology, the laws of 504 and ADA, and the grievance procedures be included in the guide. The compilation of the raw data from the formative committee is presented in a chart in Appendix E.

Next, the summative committee validated the list of topics for inclusion into the guide. Every member of the summative committee agreed with the topics put forward by the formative committee and suggested four more topics. The campus contact person needs to be clearly identified by a name in the handbook. Also, it was suggested that the guide recommend first quarter courses and discuss how to be a successful student. And, it was mentioned that a map should be included The raw data from the summative committee is presented in Appendix F.

Third, the formative committee continued to provide oral input on the development of the handbook. All agreed that the

handbook should have a hard paper cover and should be spiral bound. Amy Mullenmeister, new student,(personal communication, Oct. 18, 1995) stated that the type and lay-out should enhance readability and that the handbook should be available on audio tape.

Fourth, a draft of the handbook was written. The draft incorporated the topics suggested by the literature and by the committees.

Fifth, the draft was reviewed by the summative committee to validate the previously established criteria. The corrections and changes were spelling and sentence structure errors. There were no changes made to the topics. The topics included: Campus Map, Welcome, Getting Started, RCC's Services, Creating and Implementing Your Educational Plan, Policies and Laws (grievances), and Outside Agencies.

Sixth, final revisions were made. A copy of the handbook is in Appendix G. A copy of the handbook was presented to the Dean of Students of RCC.

Chapter 5

DISCUSSION, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

Discussion

Three aspects of this practicum can be elaborated on in terms of discussion, implications and recommendations. These aspects include the need for the handbook, the importance of disseminating it at the beginning of the student's college career, and follow-up on the use.

First, Greenbaum, Graham, and William (1995, p. 460) point out that the assistance of a counselor or support program advisor is key for students with disabilities. This was confirmed by a summative committee member who suggested that students need to know the name, phone number and office location of the contact person at Rochester Community College. This information is very visible on the front cover of the RCC guide.

Second, the formative committee had a discussion about the need for students to have information about how to access these services early. Desirable classes fill up very quickly at RCC and some members of the formative committee did not understand why students with disabilities should get early registration privileges. They claimed this was not fair to other students. One member of the formative committee pointed out that it can take up to six weeks for a blind student to get books recorded on tape. And, since RCC does not have sign language interpreters on staff, free-lance interpreters must be found, hired and

acclimated. This is a process that can take a month or more. After these examples were shared with the group, they agreed that priority registration should be mentioned in the guide.

Third, the handbook helps students with disabilities be successful at RCC. The results of this study confirm the observation from the literature review that there are topics vital for the success of students with disabilities that must be included in a college handbook. There were clearly topic strands from the literature, agreed upon by the formative committee and confirmed by the summative committee. These strands included beginning college smoothly, being aware of accommodations and how to access them, learning how to use computers and the library services, informing students of their rights and responsibilities, and making available procedures for voicing complaints.

Conclusions

There are three conclusions that result from this development practicum. First, to comply with ADA the handbook for students was needed at RCC. Both the literature and committee suggest this. Second, the students need the information that is contained in the handbook at the beginning of their college career. And third, because the handbook was needed and because students have the necessary information, they will be successful students.

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Implications

There are three implications that follow from the conclusions. First, the handbook must be given to each student with a disability. Second, the students need to receive the handbook at the orientation to the college. And third, students need to provide feedback on their use of the guide. They need to consider which chapters they used and how often they used the information.

Recommendations

There are three recommendations that follow from this development practicum. First, it is recommended that the RCC Dean of Students approve the guide and direct that it be duplicated. Second, it is recommended that a time slot be allocated during the new student orientations to mention the guide and to disseminate it to students with disabilities. Third, further study and research should be done on students' use of the handbook and their subsequent success. The handbook may need to be updated to respond to the changes on campus, as well as new legislation and policies.

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APPENDIXES

APPENDIX A

Formative Committee

Becky Atkins (BA), returning student, was invited to participate because she is near completion of her program, and so, has a good grasp of what is required to be a successful student at RCC.

Amy Mullenmeister (AM), new student, was invited to participate because she is a new student at RCC and has a disability. She brought a fresh perspective to the committee.

Joyce Wood (JW), RCC instructor, was invited to participate because as a math instructor she has had many students with disabilities in her classes and has accommodated them.

Karen Machlica (KM), RCC counselor, was invited to participate on the formative committee because she counsels students with disabilities regarding career choices and personal concerns.

APPENDIX B

Summative Committee

Gregg Wright (GW), Rochester Technical College Disability Director, was invited to serve on this committee because he has developed a handbook for his campus. I invited him to participate and he eagerly volunteered to help.

Richard Clugston (RC), University of Minnesota-Rochester Disability Director, was invited to provide input on this committee because he has extensive experience providing services for students with disabilities at the University level. He has responsibility for dealing with student grievances on the University of Minnesota-Rochester campus.

Joan Breslin Larson (JBL), Disability Technology Specialist, volunteered to participate in the development of this handbook because she has extensive experience working with individuals with disabilities. She manages an assistive computer lab, PACTT, that evaluates and trains persons with disabilities on the use of adaptive technology.

APPENDIX C

RCC Memo

To:
Formative Committee Member

From: Bonnie Mercer

Date: September 27, 1995

Thank you for agreeing to serve on the formative committee that will assist me in developing a new guide to services for students with disabilities. As we discussed, I have listed topics for inclusion in the handbook. Please look them over and comment whether or not you think they should be included. Do you have ideas for other topics? Please list them.

Getting started in college
- application process ___
- tour ___
- orientation ___

Accommodations
- extended test time ___
- notetakers ___
- interpreters ___
- building access ___
- priority registration ___

Computers and Library Technology ___
Laws, 504 and ADA ___
Grievance Procedures ___

Comments:

Again, thank you for reviewing the above list. I will call on you again to preview a draft of the student guide.

APPENDIX D

RCC Memo

To:
Summative Committee Member

From: Bonnie Mercer

Date: October 6, 1995

Thank you for agreeing to serve on the Summative committee that will assist me in developing a new guide to services for students with disabilities. As we discussed, I have listed topics for inclusion in the handbook. Please look them over and comment whether or not you think they should be included. Do you have ideas for other topics? Please list them.

Getting started in college
- application process ___
- tour ___
- orientation ___

Accommodations
- extended test time ___
- notetakers ___
- interpreters ___
- building access ___
- priority registration ___

Computers and Library Technology ___
Laws, 504 and ADA ___
Grievance Procedures ___

Comments:

Again, thank you for reviewing the above list. I will call on you again to preview a draft of the student guide.

APPENDIX E

Formative Raw Data

The formative committee members selected the following topics to be included in the handbook.

TOPICS	JW	BA	AM	KM
Application process	x	x	x	x
Tour	x	x	x	x
Orientation	x	x	x	x
Extended test time	x	x	x	x
Note takers	x	x	x	x
Interpreters	x	x	x	x
Building access	x	x	x	x
Priority registration	x	x	x	x
Computers, Library	x	x	x	x
Laws, 504, ADA	x	x	x	x
Grievance procedures	x	x	x	x

In addition, the formative committee made the following comments:

"Perhaps ways to help mainstream the students so that he/she can take part in student life." JW

"They are all really good things to put into the new guide. Especially application process and priority registration. I know for me it will be wonderful having a person help me picking and guiding me, what to take for classes." AM

"Other sources of information (local, state and national)."

KM

APPENDIX F

Summative Raw Data

The summative committee members selected the following topics to be included in the handbook.

TOPICS	GW	RC	JBL
Application Process	x	x	x
Tour	x	x	x
Orientation	x	x	x
Extended test time	x	x	x
Note takers	x	x	x
Interpreters	x	x	x
Building access	x	x	x
Priority registration	x	x	x
Computers, Library	x	x	x
Laws, 504, ADA	x	x	x
Grievance procedures	x	x	x

The summative committee members made the additional comments:

"Students need to know the contact person and/or office." RC

"I think you should recommend courses that students can take their first quarter and discuss how to be a successful student." JBL

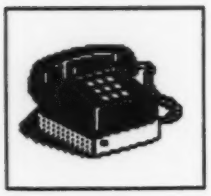
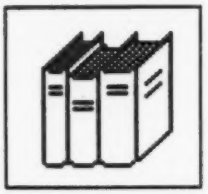
"Students need a map of this place so they won't get lost." GW

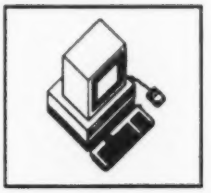
APPENDIX G

Handbook Attached

You Are Here!

A Guide to Services for Students with Disabilities at Rochester Community College



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Rochester Community College

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YOU ARE HERE!

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This guide is available in alternative format on request.

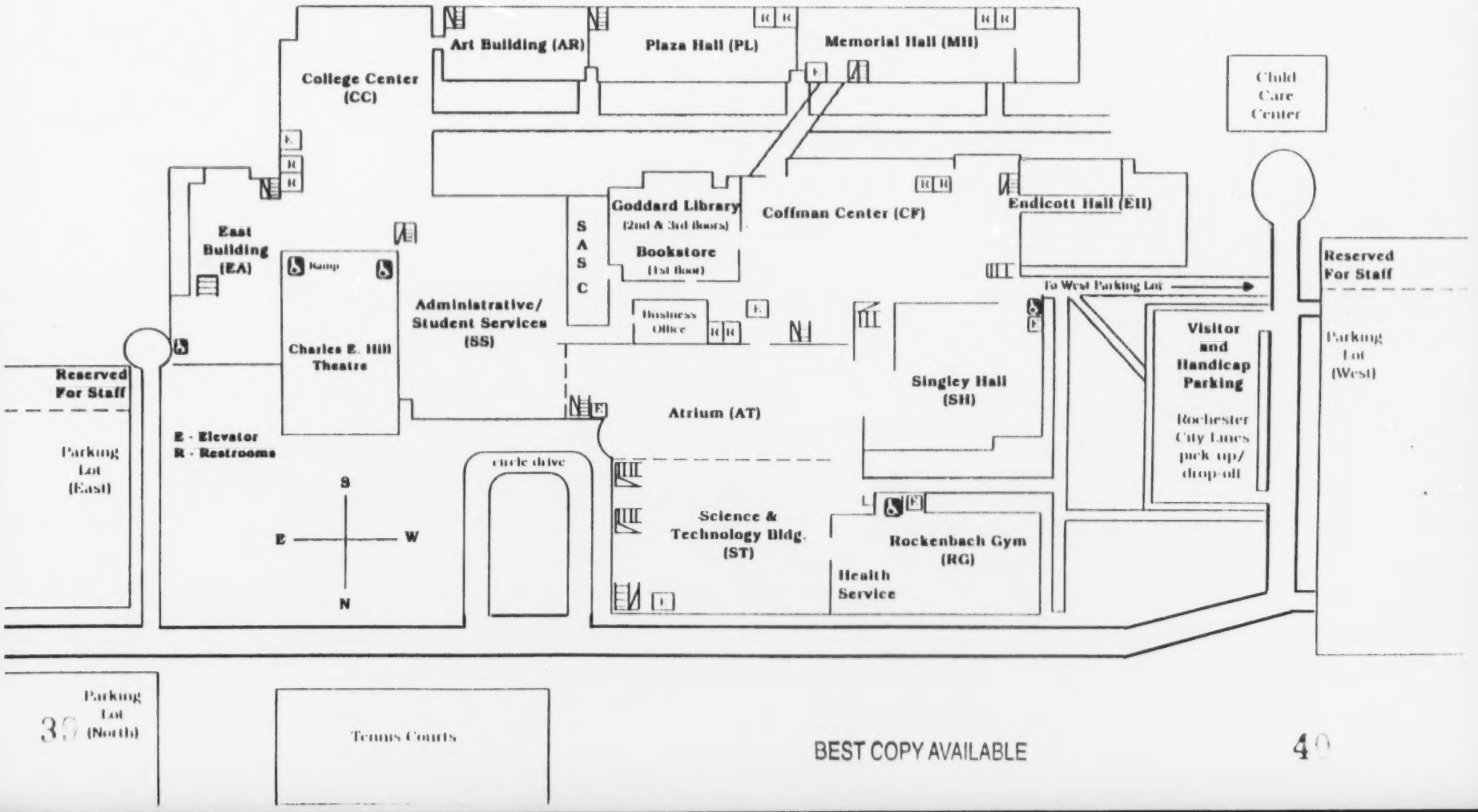
1996

University Center Rochester (UCR)

Rochester Community College * University of Minnesota Rochester Center * Winona State University-Rochester Center

Building Codings

AH	Art Hall	EA	East Hall	PH	Plaza Hall
AT	Atrium	EH	Endicott Hall	RG	Rockenbach Gym
CC	College Center	GL	Goddard Library	SH	Singley Hall
CF	Coffman Center	HT	Hill Theatre	SS	Administration/Student Services
CH	Child Care Center	MH	Memorial Hall	ST	Science/Technology Hall



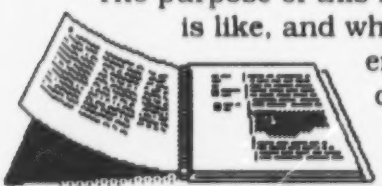
BEST COPY AVAILABLE

I. YOU ARE HERE!
WELCOME TO ROCHESTER!

You are about to begin a journey through Higher Education to help you reach some important life goals: a college degree, a better job, increased knowledge and understanding about specific areas of study, new friends, or whatever you choose for yourself.

You may feel very confident and excited about entering college. Or you may feel nervous or even frightened. In either case you are not alone. The college experience is similar in certain respects for all new students, regardless of age, sex, ethnic origin, or even disability.

Please remember that first of all you are a new student with goals, plans and hopes. You just happen to be a person with a disability. You also happen to be a person with unique talents, abilities, and potential. The reason you are in college is to develop your abilities and increase your knowledge. The disability may create barriers to this effort, but these barriers can be identified and worked around. The important thing is to <u>define yourself not in terms of these barriers, but in terms of all the attributes that make you the marvelously unique individual you really are!</u>



The purpose of this handbook is to give you a general look at what college is like, and what difficulties it poses for new students with special emphasis on the difficulties for students with disabilities. It also discusses the support services available for you that help you get around some of the barriers your learning difference may create in the college setting. There is a list of recommended courses for beginning students, some suggestions for being successful in college, a discussion of what learning is REALLY all about, and lastly, there is in the appendix a listing of legal definitions of LD, college policy, and outside service agencies to contact for information and services not provided by the college.

II. GETTING STARTED

College is a lot easier when you know what's available and how to access services. The college catalog, class schedule and program brochure all have important information. Take advantage of the services they describe.

Attend a prospective student information session.

Call and make an appointment with the Enrollment Office, 285-7219. They can provide you with a tour of the campus, visits with instructors of classes you are interested in, plus specific information about programs and services. You can get the necessary forms to apply for admission at this time. This information session will give you a better idea of what Rochester Community has to offer.

Write for information and admissions application.

If it is not convenient for you to come out to the campus, you can call the college (507) 285-7210 to request information. The college catalog, class schedule, and program information can be mailed out for you to look over. You can also request an application for admission and the application forms for financial aid.

Apply for admission.

As soon as you decide to attend Rochester, APPLY FOR ADMISSION and ...

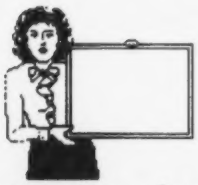
Make an appointment with the Disability Coordinator, Bonnie Mercer. Her office in on the first floor of the Student Services Building. You can call 285-7568 to make an appointment.

Bring documentation of your disability

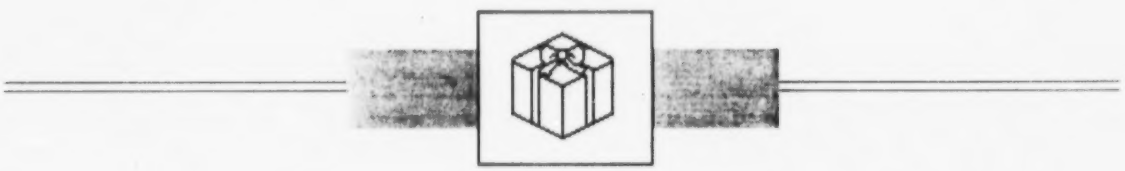
or the address of the school or clinic which has your records. If you have never been tested for LD, but suspect you may have one, we can discuss your concerns and explore testing possibilities. RCC DOES NOT TEST FOR LD, but we can refer you to testing agencies. Together we can plan a schedule of classes and support services to help you succeed in college. Be ready to discuss:

- ✔ What you want to accomplish at RCC;
- ✔ What services you'll need to accomplish your educational goal;
- ✔ What you want to know about RCC.

Take the assessment tests for placement in math, English, and reading comprehension. You can take these during orientation, but you may prefer to make an individual appointment with Stacey Frain, 288-5013 to take them at your own convenience. Be sure to tell her if you will need special testing arrangements.



Attend an orientation session , SOAR,before enrolling for college courses. These are offered before the beginning of each quarter. During orientation you learn about the rules and regulations of the college, the kinds of degree programs available, how to set up your own program, how to fill out a registration sheet, and other nitty gritty bits of information. Attending orientation gives you an intensive introduction to "learning the ropes", the counselors, key staff, and other new students. These things will maximize the benefits you receive from your RCC experience. You can do your initial course planning with an advisor. You may then meet separately with Bonnie Mercer to discuss support services.



III. RCC'S PROGRAM OF SERVICES

It is true that some students with disabilities have more trouble with academic subjects than other students even when they do use good study skills. That is why Rochester has a program of services just for you! Students with disabilities have made the Dean's list, obtained the AA degree, won scholarships,and transferred to 4-year schools and vocational programs. We will help you as much as possible to achieve success in college.

The services our program provides include:

Priority registration. If you are enrolled in the disabilities program, you are entitled to register early. This assures you of having the time you may need to

get books on tape, arrange transportation, or plan personal care. You can attend an Academic Planning Session with your advisor, choose your schedule, then see the disability coordinator for final consultation and to arrange services for the upcoming quarter.

Notetaker or permission to tape lectures. For students who have difficulty listening and writing, having another person take notes is helpful. We do not have paid notetakers; the instructor simply asks another student in the class for permission to copy their notes after class. There is no copying charge to either you or the other student. Sometimes the instructor will have prepared notes for the whole class. Or cassette and tapes can be checked out from the Disability Services Office.

Alternate testing arrangements. These can range from untimed tests to having tests on tape or having someone read or write the test for you. You need to notify the Coordinator and your instructor if you require this service. Get the exam schedule from your instructor and notify the Coordinator at least three days before a test. Then fill out the request sheet for testing accommodations.

Textbooks on tape. You will need to prepare early for this. Get the syllabus and name of the text from each instructor. If you are already registered with State Services, you can request your texts directly from them. State Services for the Blind also provide special tape players.

Additional time to complete assignments. Under certain conditions it is reasonable to request additional time to complete assignments.

Tutors in specific subject area. RCC has tutors for many classes. If you need help, move quickly; midquarter is too late. Take advantage of the drop-in hours available each quarter.

Assistive Technology. Tapes, players, magnifiers, spellers, and computers are available for your use. An impressive assistive computer lab is especially equiped to allow access to computers. Many students find this state of the art lab essential for their success at RCC.

Orientation. In May, specialized orientations are conducted for new students with disabilities. Now that you know how the system works, you may be asked to help out.

504 Committee. During the year the 504 committee - comprised of students, faculty and administrators — meet to discuss disability issues. This is an excellent forum for you to express your feelings about good or bad things about RCC. We can't make changes unless we hear your opinion.

Once you have decided on the necessary strategies and services, it is time to fill out your registration card. Have the Coordinator sign it. Then you are ready to register.

Register for classes at the registration area on first floor of the Student Services Building. All tuition fees must be paid at this time unless you have made other arrangements through Financial Aid or you are an ALLISS or PSEOP student.

Buy your textbooks and supplies in the College Bookstore down the hall from registration. If you register early, you may be able to buy USED TEXTBOOKS. Make sure the texts you buy are not heavily marked up. You will need to do your own text-marking.

IV. CREATING YOUR EDUCATIONAL PLAN

The more information you have to start out with, the better your educational decisions will be. **If you know what you want to do:**

Transfer programs
These are programs that you take at RCC which fulfill the first two years of a Bachelors degree. If you are planning to earn your BA degree and want to transfer to a specific college (like Winona State) it is best to talk to your advisor. They are most familiar with the transfer requirements of the Minnesota 4-year schools. Each school has its own set of transfer requirements, which change frequently. The current requirements are summarized on the Transfer Guide sheets from your program advisor. You will also need to refer to the College catalog for a complete description of each transfer program. It is recommended that you check with an advisor each quarter to keep up-to-date on the transfer requirements of your particular program.

Affiliated programs
Students enroll in basic science and general education courses at RCC and in technical and clinical coursework at Mayo School of Health Related Sciences. Students must be admitted to the program by the Mayo School. RCC currently has two affiliated programs, Radiography and Medical Laboratory Technician, which result in an AS Degree.

Vocational certificate programs
Certificate programs are those which prepare a graduate for a specific job, and are designed to meet standards developed by the State Board for Vocational Education. They are generally one or two academic years in length. Fashion Merchandising is a popular program at RCC.

Specific degree programs at RCC
If you have decided on a specific degree program, pick up the correct course guide to assist you in planning your schedule. These guides are available from your advisor. They are extremely specific for both program and year. Get the Program Guide with THIS YEAR'S DATES if you are just entering the program! If you are a returning student, ask for the guide from the year you entered the program. Only the most recent guides are out. The others are on file, and available on request. Use the Program Guide together with the RCC catalog, which has a complete description of each program offered by the college.

It is also helpful to talk to the instructors directly for information about the classes they teach. Your instructors can give you valuable information about the courses and the job success of graduates in those programs.

If you aren't sure what you want to do:
If you are undecided on a program, use the guide titled **Liberal Arts Degree.** This shows you the classes that count toward a general AA degree. If you decide later on a specific major, most of the classes listed will count toward general credits.

- ❒ Take courses you are interested in
- ❒ Take courses you have a strong background in
- ❒ Take courses you know you can do well in
- ❒ Take courses that fill a degree requirement

You may have to take some courses that don't count toward your degree if you need more than six credits of basic skills improvement. Your assessment test scores will determine your need for these basic courses (numbered under 100).

RECOMMENDED BEGINNING COURSES

For your first quarter in college, it is best to choose classes you KNOW you can be successful in. The results of your assessment tests will tell you which level of math and English to take. One class that we recommend to all students is STSK 091, General Study Skills. This is a class students often think they don't need, but people who take it agree it raised their grades when they used all the skills.

If you aren't sure what you should do as a career:

- CAOR 101, Career Exploration

If you are worried about keeping up with college classes:

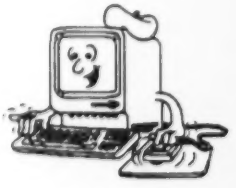
- ENGL 83 Developmental Reading
- MATH 95 Developmental Math
- STSK 91 General Study Skills

If you want to improve communications skills:

- ENGL 94, 99, Basic Composition
- SPCH 114, Fundamentals of Speech
- ENGL 83, Developmental Reading

If you want to develop keyboarding skills:

- BUS 102, Keyboarding
- BUS 107, Beginning Typing
- BUS 132, Word Processing is the trend of the future and can be used for all your college writing assignments.



If you are interested in Art:

- ART 134, Drawing I
- ART 110, Art Appreciation

Painting and ceramics all require several projects, so unless you are already experienced in these areas, don't try these studio art classes your first quarter.

If you are interested in Music:

- MUSC 112, College Band
- MUSC 111, College Chorus
- MUSC 121, Music Appreciation

Check with the instructor before registering for these classes, an audition may be required.

If you are interested in PE classes, intramurals, or Varsity sports, consult the catalog for a listing of what is currently available and meet with the coach to determine your eligibility. NOTE: YOU MUST CARRY 12 CREDITS TO PARTICIPATE IN VARSITY SPORTS. YOU MUST ALSO MAINTAIN A 1.75 GPA TO PARTICIPATE IN VARSITY SPORTS YOUR FRESHMAN YEAR.

Choosing your classes.

The educational plan you create will not be limited to a program of classes. It will also involve the strategies and services you identify as necessary for your academic success. A written request for services that you and the Disability Coordinator develop will be duplicated-one copy for you and one copy for the Coordinator. This will help you stay "on course" as you "navigate" through your first quarter in college.

READY, SET GO!

Now it's time to put your Educational Plan in motion!

V. SUCCESSFULLY IMPLEMENTING YOUR EDUCATIONAL PLAN

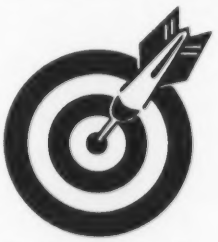
You have chosen an educational goal and selected the classes that will begin to move you in the right direction. Now you want to develop the strategies that will keep you on track:

KNOW THYSELF (Said SOCRATES)

This means know your strengths as well as your weaknesses. Know what you enjoy as well as what you fear. Know where your self-discipline is greatest, your talents brightest, your enthusiasm highest. Know your limits of endurance and the time of day you are at your best. Use this information to build a strategy for college success.

Be realistic about your abilities, your endurance, your limits. Take it easy on yourself the first quarter.

Take some time to assess yourself as a LEARNER. What is your preferred sensory mode for receiving information? Is it through seeing, hearing, or touching? What is your learning style? Are you a concrete or abstract thinker? Do you like to know the "bottom line" first or do you prefer to build your understanding bit by bit? Once you know what your preferred styles are, you can consciously organize the information to fit your style. This will help you get centered on your abilities (not your disabilities) and get connected to the information you want to learn.



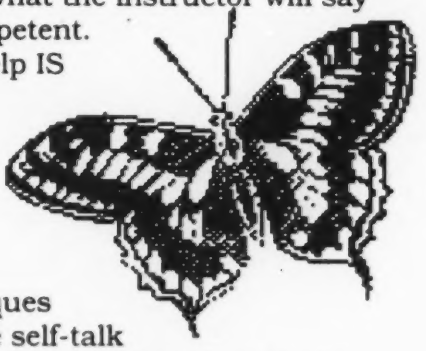
Get centered!

BE CLEAR ON WHY YOU'RE HERE

College is a means to an end. How does your college education fit into your goals for the next year? The next five years? For the rest of your life? Once you're clear on your reasons for being in college, choose educational goals that fit in with what you like and what you're good at. If you're not sure why you're here, consider taking the Myers-Briggs Personality Inventory, the Strong Campbell Interest Inventory, or the Discovery career program. Visit the Counseling Center to take these tests. The results can help identify an educational program tailor-made for what you want to do. Well begun is soonest done! No sense wasting your time and money fooling around when you could be working toward a degree!

DEVELOP A 'TAKE CONTROL' ATTITUDE

Remember this isn't high school. You aren't a kid any more. You have the power to make choices for yourself. You can choose how to act, how to feel, and what to do next. It is natural to feel fearful because much of our educational experience focuses on what we did wrong, not what we did right. This shame-based approach to education has made every college student a victim of what could be called the Academic Terror Syndrome. It makes all of us afraid to attempt the next stage of our formal education. Furthermore, some of us feel really angry at the way we were treated in school. Often no one made a serious attempt to listen to what WE thought. This makes a person more likely to give up when things hit a snag. We imagine what the instructor will say before we ask for help. We feel alone and incompetent. BUT YOU DON'T HAVE TO FEEL THIS WAY! Help IS available and its OK to ask for it!



YOU CAN FLY, BUT THE COCOON HAS TO GO!!

Expect to be successful. Use creative techniques to improve your self-confidence, such as positive self-talk on the way to class or positive sayings on your books or where you study. There are daily meditation books that are also helpful for this, that you can find at most bookstores.

USE GOOD STUDY STRATEGIES

Manage your time conscientiously. If you can control the way you use time, you can control just about anything else that is a problem for you. The first step is to monitor your present use of time. It is just like monitoring what you spend your money on. When you really look, ask yourself, "Do I really want to spend this much time on this activity?" Take a look at how much time you spend:

attending classes	studying	doing assignments
mealtime	working	personal recreation
socializing	shopping	driving to/from school
watching TV	sleeping	

A good time management plan will allow for all of these so that all your tasks get done. The bookstore has an excellent time management calendar that covers the entire school year.

GUIDELINES FOR SETTING UP A REALISTIC SCHEDULE

- ❒ Allow at least two hours of outside study time for every hour of class time.

- ❒ Don't schedule all your courses back to back or on the same days. If you do, you may possibly have two or three mid-terms back to back. If you have to miss a day, you won't miss as much if your classes are spread out.

- ❒ Reduce work hours to a minimum. If you are taking more than 10 credits, you should be working less than 20 hours per week. If you have to work part-time, schedule your hours for weekends rather than evenings. Discuss your education plans with your employer at the beginning of the quarter. You don't want to be in the position of having to work extra hours during midterms or finals week. An up-front agreement on when you can and can't work will save lots of headaches later.

- ❒ Plan your study time for daylight hours, preferably between classes. There are lots of quiet places to study at school. Don't leave your assignments until late at night when you are at your lowest energy level. The sooner after class you go over your notes and do your assignments, the more efficiently you will work.

GUIDELINES FOR KEEPING ON TARGET IN CLASS

Consider joining or organizing a study group. You can learn a lot by listening to what others got from the lecture. This will minimize chances of "not getting" what the instructor said.

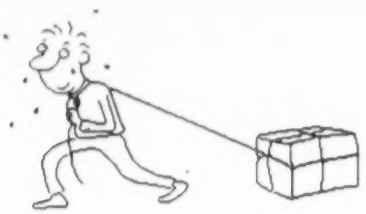
Build in feedback from your instructor:

did I understand correctly?
are my assignments done correctly?
am I up to date on what I've turned in?

Build in feedback from yourself:

did I get my assignments done as planned?
did I spend enough time studying?
are there any tests or special events coming up this week?
is there any library work I need to do?
is there anything special I want to attend at RCC?
do I have any appointments this week?

Build in feedback from your peers. Check out the course information with AT LEAST three of your classmates to double check its accuracy. If you get conflicting answers, ask the instructor for clarification.



IMPORTANT STRATEGIES TO USE WHEN THE GOING GETS TOUGH

Talk things over with your instructor. Instructors want their students to learn. If you explain what you're having trouble understanding, most instructors will be glad to spend extra time with you. As a courtesy, make an appointment, don't just "drop by" during office hours.

Talk things over with the Disability Coordinator. Be persistent! Leave messages if she isn't in her office. She will get back to you as soon as possible. She can recommend study strategies and follow through on additional services. You may need to visit with a counselor or your program advisor.

Maintain a positive attitude. "I can handle this! I won't die! I have choices! There is a productive way to deal with this!"

WHEN YOU DON'T KNOW, ASK SOMEONE WHO DOES!!

Part of being intelligent is recognizing that you need to now more about something in order to understand it. In college, asking questions is a GOOD quality. It means you are interested enough to want more information. Decide who can best answer your questions, then ask! (You might need an appointment, depending on who it is!) It's OK to not understand everything immediately. If you knew it all, you wouldn't be coming here in the first place!

In the last analysis,
it is up to you to make things work. Sometimes a student decides college isn't the right choice right now. We can help you explore other options. The most important part of the program is YOU. We will give you whatever help we can to make your educational plans a reality.

If, however, you feel that you have been treated unfairly or that you haven't received the accommodations you are entitled to, you may file a complaint or grievance. A detailed grievance process is stated in the "Advising and Orientation New Student Handbook" as well as the "Student Affairs Bulletin." These publications are available from the Enrollment Services Office.

In summary, the following procedure is followed: the student discusses a complaint with an RCC staff person, student files a grievance on an official grievance form, the Dean discusses the grievance with the student, the College President will consider the grievance and finally the grievance will go to the Chancellor who will make the final decision.

VI. WHAT IS A LEARNING DISABILITY?

A learning disability is very difficult to define. It means different things to different people. Some professionals categorically deny that learning disabilities exist at all! However, both the Federal and State governments do recognize the existence of learning disabilities as handicapping conditions. **Public Law 94-142** (also known as the Education for All Handicapped Children Act) defines **SPECIFIC LEARNING DISABILITIES (SLD)** as;

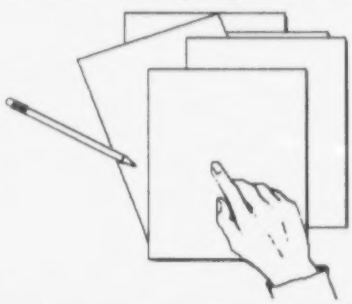
> ***"disorders in one or more of the basic psychological processes involved in the understanding or using of language, spoken or written, which disorder manifests itself in the imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations.*** *Such disorders include such conditions as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. Such terminology does NOT include ... learning problems which are primarily the result of visual, hearing, or motor handicaps, mental retardation or environmental, cultural, or economic disadvantage."*

LD does NOT mean "slow learner" although many people think that it does. LD is not the same as EMH either. Slow learner and Educable Mentally Handicapped are terms which refer to intellectual limitations, not learning disabilities. LD is not synonymous with "underachiever". Underachievers are simply students who do not work up to their capability as determined by some test. Presence of a learning disability is only one of many reasons why students do not work up to potential.

A learning disability is sometimes described as an invisible handicap because no one can "see" into one's brain to determine what is or isn't going on during learning. Compare this to a vision problem. You can have your eyes tested to determine if you need glasses. The inability to identify letters at specific distances can be corrected with prescriptive lenses. But suppose your vision is 20/20, yet you can't see letters and words the way everyone else seems to be seeing them; then what's wrong? There is nothing in the brain that can be measured which will give us a good answer, even though YOU know that whatever-it-is is causing real learning difficulties.

The nature of your learning disability is unique to you. Other people may have similar problems in learning, but **LD IS** very specific. This means that **YOU are the expert** when it comes to deciding what learning strategies work best for you. No one else can ever know exactly what's happening inside your brain! Maybe you don't know either. You may need help to figure this out. Once you decide what help you need, the law is on your side, as noted above. Public Law 93-142, section 504, specifically states that people with learning disabilities are among those entitled to special assistance whenever the disability is a barrier to learning or employment (See Appendix I for the exact wording). More good news is that there are state and local government agencies as well as LD organizations dedicated to helping you succeed. See Appendix II for their specific names, addresses and phone numbers.

Your learning disability cannot be fixed or cured. You will not out-grow it. However, by learning as much as you can about it, you can learn to work around your learning difficulties. You can develop effective strategies for processing, organizing, and remembering information. Our program of services will help you to do this.



ELIGIBILITY FOR LD SERVICES

Documentation of your learning disability is necessary for participation in our LD program. You are eligible if you have been diagnosed as LD by the public school system, Voc-Rehab (DRS), a medical doctor, or a disability specialist. Acceptable documentation can range from a high school transcript showing LD classes to a multi-page diagnosis from an LD clinic. If you are a recent high school graduate, you should also have received an IEP (Individualized Education Plan) from your high school describing your learning strengths, weaknesses, and kinds of support services needed.

Many schools have attached the LD label to many different kinds of learning problems. Your diagnosis may or may not be accurate, depending on what tests were given, how they were interpreted and what the institutional policy for interpretation was at the time testing was done. It is in your best interests to have a thorough evaluation by a clinic which specializes in LD diagnosis. Several people should be involved in the assessment, which should include a series of tests to measure your intellectual capability, information processing and academic achievement. These test results should indicate your learning

strengths as well as areas of difficulty. Besides tests, you should have an interview which includes a case history that goes back to your earliest learning experiences, including family and medical history. Your present learning difficulties should be thoroughly discussed. The evaluation results should be explained to you in terms that you understand, and specific recommendations should be made so that you know what support services and learning strategies are necessary to work around your learning disability. This evaluation must be given to you in writing as well as orally.

It is VERY IMPORTANT that the written interpretation of the test results states a specific learning disability is present. This data is your passport for acquiring services you are LEGALLY ENTITLED TO! Ask as many questions as it takes to give you a complete understanding of what was said. Do not feel shy about asking for this information!

APPENDIX I
A BRIEF SUMMARY OF THE 504 REGULATIONS OF THE REHABILITATION ACT OF 1973 (PUBLIC LAW 93-112)

WHAT IT SAYS: "No otherwise qualified handicapped individual shall, solely by reason of his (her) handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance."

WHAT IT MEANS: Post-secondary institutions receiving any type of federal assistance (grants, student loan programs, etc.) are required to ensure the rights of all qualified* handicapped students to enter college and participate fully in all programs, or lose federal funding.

LEGAL FREEDOMS:

- ❒ No quota or limit to the number of qualified disabled students admitted.
- ❒ No disclosure of disability to others unless the information will be used to develop appropriate programming.
- ❒ Students must be assured equal opportunity to "obtain the same result, gain the same benefit, or reach the same level of achievement" as other non-disabled students.
- ❒ Students may be granted EXTENDED TIME to complete a degree or licensure and/or receive a waiver/substitution of "required but non-essential courses." This could mean substitution of a programming language or sign language for the language requirement of a college program.
- ❒ Students are assured access to auxiliary aids such as tape recorders**, taped textbooks, interpreters, scribes, notetakers, extended time for tests or assignments and/or other accommodations where indicated.

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*For purposes of post-secondary and vocational educational services a qualified handicapped person is an individual who meets the academic and technical standards requisite to admission or participation in the recipient's education program activity.

**A signed waiver may be requested from the student assuring the professor's right to publish or copyright class material. This waiver simply states that the student will not distribute the taped information to any sources outside of the classroom.

MINNESOTA HIGHER EDUCATION BOARD POLICY

In accordance with Section 504 of the Rehabilitation Act of 1973, Minnesota Community College System affirms the rights of students with disabilities to equal opportunity and treatment in recruitment, admissions, progress, services, and activities.

In accordance with Minnesota Statute 135.A.16, each campus shall provide, at a minimum, the following services:

1. support, counseling, and information that may include support groups, individual counseling, career counseling and assessment, and referral services;

2. academic assistance services that may include assistive devices,early registration services, early syllabus availability, course selection and program advising, course work and testing assistance and modification and tutoring; and

3. coordination services that may include a personnel acting on the students behalf and the primary contact and coordinator for students needing services, assistance in working individually with faculty and administrators, intervention procedures, and grievance procedures."

In addition, each community college shall publish in its campus catalog, and quarterly schedule of offerings, information on campus services that are available to students with disabilities, the name of the college contact person, and the designated location for obtaining information on services.

*Date of adoption, 6/20/95
*Date of implementation, 7/1/95

The ADA and Its Impact

What is the law?

The Americans with Disabilities Act of 1990 (ADA) is the civil rights guarantee for persons with disabilities in the United States. It provides protection from discrimination for individuals on the basis of disability. The ADA extends civil right protections for people with disabilities to employment in the public and private sectors, transportation, public accommodations, services provided by state and local government, and telecommunication relay services.

What is the ADA's definition of a "person with a disability"?

A "person with a disability" is anyone with a physical or mental impairment that substantially limits one or more major life activities, such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working. In addition to those people who have visible disabilities--persons who are blind, deaf, or use a wheelchair--the definition includes people with a whole range of invisible disabilities. These include psychological problems, learning disabilities, or some chronic health impairment such as epilepsy, diabetes, arthritis, cancer, cardiac problems, HIV/AIDS, and more. (Documentation of the disability may be required.) A person is considered to be a person with disability if he/she has a disability, has a record of a disability, or is regarded as having a disability.

How does the ADA affect institutions of higher education?

The ADA upholds and extends the standards for compliance set forth in Section 504 of the Rehabilitation Act of 1973 to employment practices, communications, and all policies, procedures and practices that impact on the treatment of students with disabilities.

APPENDIX II
LIST OF OUTSIDE SERVICE ORGANIZATIONS

ADVOCACY AND INFORMATION

SERVICE PROVIDER	PHONE	SERVICE
Department of Human Rights Bremer Tower St. Paul, MN 55101	296-5663	Advocacy
Office for Civil Rights 401 S State St. 7th Floor Chicago, IL 60605	312-353-2520 (TDD) 312-353-2541	Advocacy
PACER 4862 Chicago Ave S Minneapolis, MN 55417	826-2966	Ask for advocacy information, workshop information
CONNECTOR (newsletter) Minnesota State Council on Disabilities Metro Square Suite 208 7th & Robert St. Paul, MN 55101	1-800-652-9497 296-6785 (V and TDD)	Current information on council developments & legislative issues. Ask to be put on the mailing list.
Social Security 330 Elton Hills Drive NW Rochester, MN 55901	289-2371	Income
Reading Center 1312 7 St NW Rochester, MN 55901	288-5271	Support Group, tutoring
Community Education 815 2nd Avenue NW Rochester, MN 55901	281-6023	Adaptive Adult Programs
Park and Recreation Dept. 403 E Center St. Rochester, MN 55904	281-6160	Sports and Activities

ADVOCACY AND INFORMATION

SERVICE PROVIDER	PHONE	SERVICE
ZIPS 3731 Enterprise Dr SW Rochester, MN 55902	288-8404	Transportation
States Services for the Blind & Visually Handicapped 717 3rd Avenue SE Rochester, MN 55904	285-7282 (TDD) 280-2886	Books on tape and tape recorders.
Paula Horner Mayo Clinic Rochester, MN 55905	284-4370	LD Assessment Program
Regional Service Center Hearing Impaired 2116Campus Dr SE Suite #32 Rochester, MN 55904	288-7295/V 285-7172/TDD	Interpreting assistance Referrals
SE Center for Independent Living 1306 7th St. NW Rochester, MN 55901	285-1815 285-1704/TTY	Housing information
Division of Rehabilitation Services (DRS) 300 NW 11th Ave, Suite 201 Rochester, MN 55901	285-7293/V 285-7294 (TDD)	Vocational guidance and funding
Olmsted Association for Children and Adults with Learning Disabilities 1027 7th St. NW Rochester, MN 55901	281-5225	Information and Referral